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AUTHOR Jones, Effie H.; Montenegro, Xenia P.
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ABSTRACT

Project AWARE (Assisting Women to Advance through Resources and Encouragement), under the auspices of the American Association of School Administrators and the Ford Foundation, conducted a survey in 1981 of the chief state school officers in all 50 states and the District of Columbia. Data were collected on the sex, race, and ethnic background of school superintendents, assistant superintendents, principals, and all other personnel classified as administrators. Data were also gathered from earlier national surveys. The results are presented in 10 tables. For 1981, information is provided by sex and race/ethnic group for all administrators and for superintendents, assistant superintendents, and principals. Trend data on women administrators are given from 1970 to 1981 for superintendents and assistant superintendents; from 1968 for principals; and from 1910 for all administrators. Trend data by both sex and race/ethnic group are provided from 1974 to 1981 for principals and for all administrators. Among the survey problems identified by the authors are sampling, definitions of positions and of full-time equivalency, and both confusion and lack of data on racial and ethnic categories. Among their conclusions are that women and minorities are still underrepresented in school administration and that the lowest levels were reached in the 1970's. (RW)

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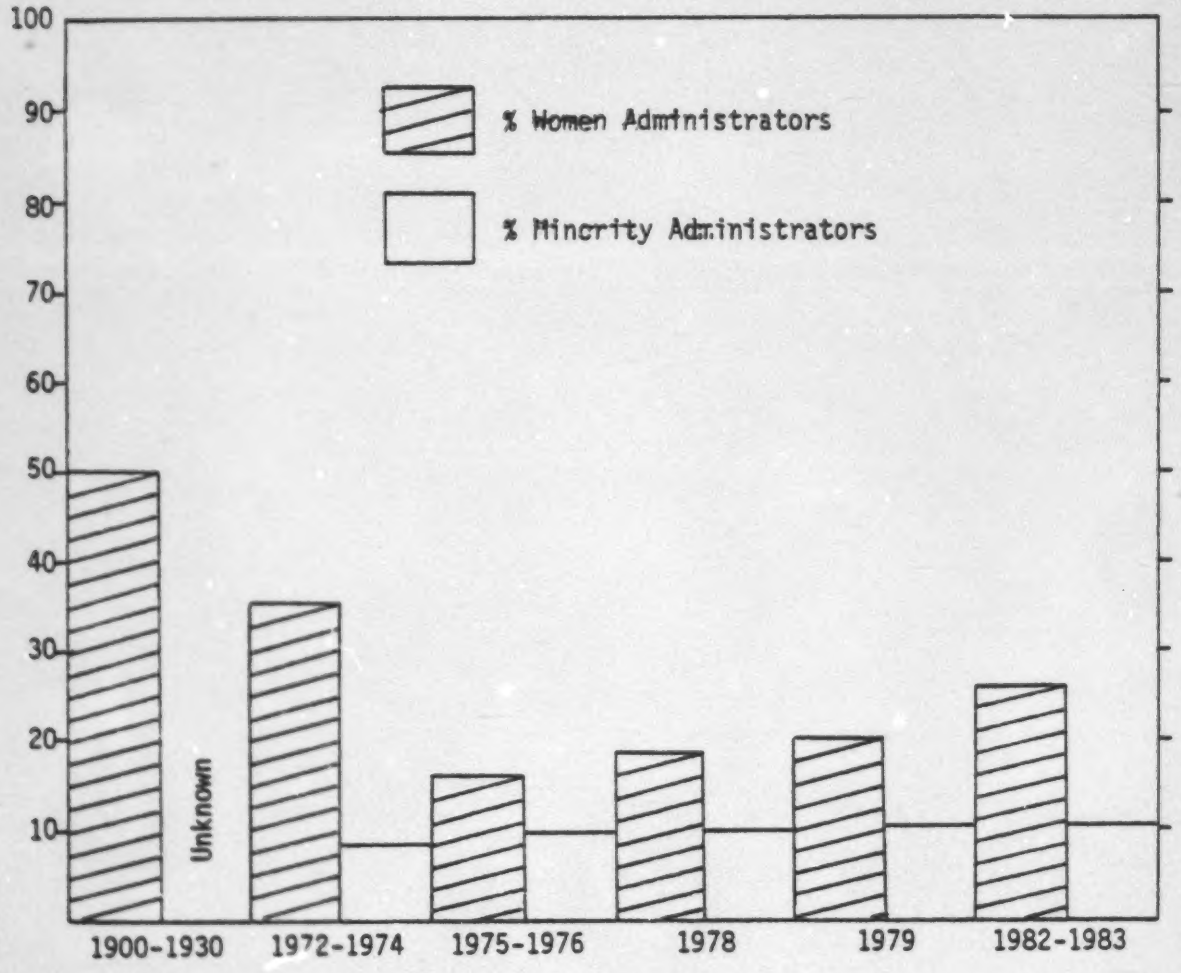

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation

Office of Minority Affairs
American Association of School Administrators

Effie H. Jones
Associate Executive Director

Xenia P. Montenegro
Research Consultant

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INTRODUCTION

The literature on women's equity and minority representation in school administration has repeatedly shown the woeful lack of women and minorities in the field. Robinson (1981), Howard (1975), and Dale (1973), among others, have asked: why aren't there more women and minorities administering our schools?

Various surveys on school administrators have been conducted in the past, and for each survey explanations related to discrimination, women's role, societal barriers, and personal and family constraints, among others, were cited. Perhaps the most extensive surveys were conducted and started by the Equal Employment Opportunity Commission (EEOC). It started its surveys on the sex and ethnicity of school administrators in 1974. The National Education Association (NEA) also gathered similar data in the early seventies. The American Association of School Administrators (AASA) has also stepped up its campaign for more women and minorities in school administration, and since 1975 obtained sex data on its surveys of members. (More recently it started obtaining ethnicity data from its members in order to assure their representation in AASA activities.)

This paper describes the latest study on women and ethnic representation in school administration under the auspices of AASA's Project AWARE (Assisting Women to Advance Through Resources and Encouragement). This study also presents a more complete statistical picture over a period of years, and determines future requirements of similar surveys with regard to a more accurate and reliable system of mapping out trends.

The survey conducted by AASA-AWARE started in the fall of 1981. A questionnaire was sent to each chief state school officer, commonly known as

the state superintendent of schools. Completed questionnaires were received either from this person, or through a designee, usually the official responsible for statistical information in the state. The questionnaire requested information on the number of superintendents, deputy/associate/assistant superintendents, principals, and all personnel classified as administrators in the respective states. The ethnicity and sex of the various officials were also requested.

A one-hundred percent return rate was received, although not all the states had the ethnicity and sex data requested. In fact the type of information that was available varied from state to state.

Present Distribution of Superintendents

All the 50 states and the District of Columbia provided data on the number of superintendents they had in their respective states. Four states, however, had sex information on only a sample of their superintendents. Of the 13,715 superintendents reported, 13,474 or 98.2% are men and 241 or 1.8% are women (See Table 1).[1] Only 28 states and the District of Columbia provided figures regarding the ethnicity of their superintendents within each sex group. As was previously known, the large majority consist of White men (96.5%). White women constitute 1.2% of the superintendents, bringing the White group total to 97.7%. Hispanic and Black men respectively constitute 1.1% and 0.7% of the superintendents. The rest of the other minority groups, men or women, constitute less than one half of one percent of all superintendents. In fact no American Indian nor Asian/Pacific female superintendents were reported.[2]

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[1]Based on the survey data and additional female appointments reported to the AASA Office of Minority Affairs as of printing date.

[2]There are at least one male and two female Asian American superintendents in the state of California. California is one of the states which did not provide racial/ethnic data.

Table 1

Racial/Ethnic and Sex
Distribution of School Superintendents (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	24	0.3	0	0	24	0.3
Asian/Pacific Islander	9	0.1	0	0	9	0.1
Black	51	0.7	6	.1	57	0.7
Hispanic	84	1.1	4	.1	88	1.1
White	7417	96.5	93	1.2	7510	97.7

Total school superintendents in sample with both ethnicity & sex data: 7688, from 28 states and Washington, D.C.

Total male superintendents in sample:	13,474	(98.2%)
Total female superintendents in sample:	241	(1.8%)
Grand Total	13,715	
No. of states which furnished sex data:	50 states and Washington, D.C.	

Note: Percentages in columns are based on total number of school superintendents in sample with both ethnicity and sex data.

Trend Data on Women Superintendents

Trend data on the representation of women superintendents are presented in Table 2. The oldest available documented survey was conducted by NEA in 1970-71, although there are reports of a large representation of women in the early twentieth century as a result of the women's right to vote in school elections and to hold office, and the rise of college educated women.

Gribskov (1980) reported that in 1928, two thirds of the county superintendents in the midwest and western states were women. He further hypothesized that the high proportion of women in school administration at that time was linked with feminist activity. Many women headed small and remote districts and several were superintendents of large school systems. The most notable among them were Susan Miller Dorsey of Los Angeles, Isabel Echols of Santa Fe, and Ella Flagg Young of Chicago.

In the next four decades, no statistics were reported on women superintendents, although it was believed that the number of women occupying this office declined. Significant and complex events were cited to explain this: 1) the depression of the thirties, during which married men were hired in place of women on the premise that men had to support their families; and 2) the decline in the activities of feminist organizations, weakened by the depression and gone complacent after their success with woman suffrage.

During both world wars, women educators had brief opportunities to advance in school administration because of the shortage of men. After World War II, however, Gribskov cited the impact of Betty Friedan's "feminine mystique" wherein women chose to be teachers only, and where many who had large families during the postwar baby boom had difficulties with mixing family and career advancement. Thus the momentum of the women's movement halted, and did not start again until about a decade ago.

During the decade of the seventies, the National Education Association (NEA) and the American Association of School Administrators (AASA) periodically reported the sex distribution of superintendents as being approximately one-half percent of the total. The AASA figures were obtained from its surveys of its members. Such surveys were conducted from 1974 to 1979 and reveal little change from the NEA data. In 1980, a state by state compilation by AASA's Project AWARE pushed the percentage of women superintendents to almost one percent, or 154 women among the 16,060 superintendents reported. The results of the present 1981-82 AASA AWARE survey shows another marked improvement in the appointment of women to the superintendency, although women still clearly have a long way to go.

With respect to the representation of minorities, specifically male and female minorities in the superintendency, no past surveys are available to enable us to map out trends.

Table 2

Representation of Women in the Superintendency (1899-1982)

Survey Date	Source	Percentage	Sample Size
1982	AASA AWARE (1982)	1.8	13715 (50 states and D.C.)
1980	McCarthy & Zent (1982)	0.0[3]	46 districts
1980	AASA AWARE (1980)	1.0	16,060[4]
1978-79	AASA (1979)	0.9	3,000 (approximate)
1977-78	AASA (1978)	0.7	2,000 (approximate)
1976-77	AASA (1977)	0.4	2,000 (approximate)
1974-75	AASA (1975)	0.5	6,000 (approximate)
1974	Howard (1975)	0.5	
1973-74	NEA (1978)	0.5	
1972-73	NEA (1973)	0.1	13,037
1970-71	NEA (1971)	0.6	
1901-1929	Dale (1973), Gribskov (1980),		
1899	Tyack (1974)	No national survey results were available, but several were named, e.g. Richman, Echols, Young and Dorsey.	

[3]This is based on a survey of 46 school districts, all headed by men superintendents, in six states. Due to sampling bias, this result should be ignored.

[4]This is the total superintendent count as recorded by AASA.

Women and Minorities in the Deputy/Associate/Assistant Superintendency

Present Distribution of Deputy/Associate/Assistant Superintendents

In the present survey, the women deputy/assistant/associate superintendents consist 9% of the total, as reported by 41 states and the District of Columbia. White males are again the dominant group (82.3%), although their representation here is lower than at the superintendency. White women consist 7% of the total, making the White group equal to 89.3% of the total. Blacks consist the second largest ethnic/racial group (albeit a very far second at 6.5%), with 5.3% of the deputy/associate/assistant superintendents being Black men, and 1.2% Black women. Hispanic males consist 3.3% of the total, and Hispanic women less than half a percent. The numbers for other minority groups are pitifully small (0.5% or less). (See Table 3).

Trend Data on Women Associate/Deputy/Assistant Superintendents

To obtain some trend data, the presently obtained figures were again compared with past reports. NEA reported that 3% of associate/deputy/assistant superintendents in 1970-71 were women, and the percentage by their account rose to 5% in 1972-73. McCarthy and Zent's 1980 survey of 46 districts yielded a figure of 8% women. A clearly upward trend, although by no means in leaps and bounds, is again apparent here. (See Table 4).

As with the superintendency, no comparative data can be obtained with regard to the racial/ethnic group within sex of deputy/associate/assistant superintendents.

Table 3

Racial/Ethnicity and Sex
Distribution of Deputy/Assistant/Associate
School Superintendents (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	4	0.1	0	0	4	0.1
Asian/Pacific Islander	16	0.5	4	0.1	20	0.6
Black	164	5.3	36	1.2	200	6.5
Hispanic	101	3.3	8	0.3	109	3.6
White	2545	82.3	216	7.0	2761	89.3

Total dep./asst./asso. supts. in sample with both ethnicity and sex data: 3094 from 23 states and Washington, D.C.

Total male dep./asst./asso. superintendents in sample: 4749 (91%)
Total female dep./asst./asso. superintendents in sample: 480 (9%)

No. of states which furnished sex data: 41 states and Washington, D.C.

Note: Percentage in columns are based on total number of deputy/assistant/associate school superintendents in sample with both ethnicity and sex data.

Table 4

Representation of Women in the
Associate/Deputy and Assistant Superintendency (1970-82)

Survey Date	Source	%	Sample Size
1981-82	AASA-AWARE (1982)	9	5229 (41 states and D.C.)
1980	McCarthy & Zent (1980)	8	85 (46 districts)
1972-73	NEA (1973)	5	6090
1970-1971	NEA (1971)	3	5133 (estimated)

Present Distribution of School Principals

Of the total number of school principals reported by the 41 states and the District of Columbia in the present AASA-AWARE survey, 84% are men and 16% are women. Three quarters (75.4%) of the principals are White men, and 12.5% are White women (or a total of 87.9% white). The other minority groups which follow in the order of size of representation are: Black men (5.2%), Hispanic men (2.8%), Black women (2.5%), and Hispanic women (0.6%). Other minority groups each constitute one-half percent or less of the total. (See Table 5).

Trend Data on Women Principals

Comparative data over two decades on the sex of principals reveal a seesawing trend. Whereas in 1968, 22% of school principals were women, the figure went down to 15% in 1970-71, and 13% in 1972-73, 1974, and 1976. EEOC reported a slight upward trend in 1978 (14% women) and 1979 (15% women) in comparison to its previous surveys. The present study saw 16% women among the nation's principals, but still considerably less than Smith's figure of 22% fourteen years ago. (See Table 6).

The figures above refer to all school principals, but various studies have differentiated the percentages for women elementary school principals and women secondary school principals. These studies show that there has always been more women at the elementary school principalship level, but following the same seesawing pattern: 55% in 1928, 41% in 1948, 38% in 1958, 22% in

Table 5

Racial/Ethnicity and Sex
Distribution of School Principals (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	121	0.3	18	0.05	139	0.3
Asian/Pacific Islander	206	0.5	59	0.1	265	0.6
Black	2242	5.2	1090	2.5	3332	7.7
Hispanic	1202	2.8	248	0.6	1450	3.4
White	32446	75.4	5376	12.5	37822	87.9

Total school principals in sample with both ethnicity and sex data: 43008, from 28 states and Washington, D.C.

Total male school principals in sample: 52612 (84%)
Total female school principals in sample: 9815 (16%)

No. of states which furnished sex data: 41 states and Washington, D.C.

Note: Percentages in columns are based on total number of school principals in sample with both ethnicity and sex data.

Table 6

Representation of Women in the School Principalship (1968-82)

Survey Date	Source	%	Sample Size
1981-82	AASA-AWARE (1982)	16	62427 (41 states and D.C.)
1979	EEOC (1979)	15	67262 (6816 districts)
1978	EEOC (1978)	14	66532 (7984 districts)
1976	EEOC (1976)	13	NA
1974	EEOC (1974)	13	70455 (6948 districts)
1972-73	NEA (1973)	13	NA
1970-71	NEA (1971)	15	NA
1968	Smith, et. al. (1968)	22	NA

NA = Sample size not available.

1968, 18% in 1978, and 23% in 1981 (Pharis and Zakariya, 1979; Smith, et al, 1981; and National Association of Elementary School Principals, 1981). At the secondary level, the earliest available survey was conducted in 1965, and pegged the representation of women at 10% (Howard, 1980; Byrne, Hines & McLeary, 1978). In 1971, the NEA reported a downswing at 3% (NEA, 1971), but the National Association of Secondary School Principals (NASSP) reported a 7% figure for women in 1977. McCarthy and Zent's 1980 survey yielded a 10% female representation among secondary school principals.

The foregoing figures show that an upsurge of women elementary and secondary school principals started in the late seventies while the lowest points were reached earlier in the decade. The literature also point to the largest percentage of women elementary school principals (more than 50%) in 1928, or during the period between 1900 to 1930, as yet unequalled in the nation's history.

Trend data on racial/ethnic backgrounds of school principals

National trend data on the racial/ethnic backgrounds of school principals are not available. However, several regional studies on the minority representation of principals, primarily Black, have been reported. It was believed that prior to the seventies, there were more minority principals than today. The reports show that minority administrators often lost their positions or were demoted when schools were consolidated for desegregation or economic reasons. In Delaware, for example, Black principals fell from 50 in 1964 to 16 in 1970. In Kentucky there were 350 Black principals in 1954 and only 36 in 1970. In Virginia, there were 107 Black secondary school principals in 1964, compared to only 10 in 1970. Other examples of this pattern were reported by Haven, Adkinson, and Bagley (1980).

The inclusion of racial/ethnic background in surveys of school principals was started by EEOC in 1974, and continued by the same agency in subsequent years. During the first survey, White males dominated the group at four-fifths of the total. Over an eight-year period ending with the present survey, the group's representation was reduced to three-fourths of the total. White women constituted 10.4% of the principals in 1974, and 12.5% today. Hispanic males also seemed to have made some progress: 1% in 1974, 2.8% in 1982. All other groups made insignificant gains, if at all, over the eight-year period. In fact, the data show that whatever ground was lost by White men in the principalship was obtained in large part by White women and Hispanic men. (See Table 7).

Table 7
Racial/Ethnic and Sex Representation in the Principalship (1974-82)

Survey Date	Source	White Male	White Female	American Indian Male	American Indian Female	Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Sample Size
1981-82	AASA-AWARE (1982)	75.4	12.5	0.3	0.05	0.5	0.1	5.2	2.5	2.8	0.6	43008 (28 states and D.C.)
1979	EEOC (1979)	77.3	11.7	0.3	0.1	0.2	0.1	6.1	2.6	1.4	0.3	67262 (6816 districts & 64,253 schools)
1978	EEOC (1978)	78.2	11.0	0.3	0.1	0.1	0.1	5.7	2.6	1.4	0.3	66530 (7984 districts & 64863 schools)
1975	EEOC (1975	79.8	10.4	0.3	0.05	0.1	0.05	5.8	2.2	1.1	0.2	72285 (7248 districts & 69439 schools)
1974	EEOC (1974)	80.3	10.4	0.3	0.05	0.1	0.05	5.7	2.0	1.0	0.1	70455 (6948 districts)

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Present Distribution of School Administrators

The school administrators included in this study are superintendents, deputy/associate/assistant superintendents, principals, central office administrators, and area office administrators. Only one out of four in this group of administrators are women. Again, White males dominate (68.2%), although not as predominantly as when separate counts are taken for superintendents, deputy/associate/assistant superintendents, and principals. White women are a significantly larger force (18.9%) in this group. However, there is very little change in the percentage of other minority cohorts in comparison with their numbers in specific administrative positions, such as the principalship. Black males consist 5.1% of school administrators, Black females 3.6% and Hispanic males 2.2%. Other groups consist less than one percent of the population (See Table 8).

Trend Data on Women School Administrators

Table 9 presents the results of surveys on the representation of women in administrative or supervisory positions from 1910 to the present. Howard (1980) reported that in 1910 to 1930, women in supervisory positions constituted 50% of the total. This is consistent with other reports on the active participation of women in educational administration in the early part of the 20th century.

Table 8

Racial/Ethnic and Sex
Distribution of School Administrators (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	164	0.2	62	0.1	226	0.3
Asian/Pacific Islander	477	0.6	217	0.2	694	0.8
Black	4342	5.1	3091	3.6	7433	8.7
Hispanic	1917	2.2	677	0.8	2594	3.0
White	58207	68.2	16154	18.9	74361	87.1

Total school administrators in sample with both ethnicity and sex data: 85308, from 24 states and Washington, D.C.

Total male school administrators in sample: 99208 (75%)
Total female school administrators in sample: 32842 (25%)

No. of states which furnished sex data: 40 states and Washington, D.C.

Note: Percentages in columns are based on total number of school administrators in sample with both ethnicity and sex data.

Table 9

Representation of Women in
Supervisory or Administrative Positions (1910-82)

Survey Date	Source	%	Sample Size
1981-82	AASA-AWARE (1982)	25	132,050 (40 states & D.C.)
1980	McCarthy & Zent (1982)	25	46 Districts
1979	NCES (1979)	13	NA
1979	EEOC (1979)	20	44,944
1978	EEOC (1978)	18	42,850 (7984 districts)
1976-77	NCES (1977)	18	135,454 (41 states)
1976	EEOC (1976)	15	NA
1974	EEOC (1974)	14	38990 (6948 districts)
1972-73	NEA (1973)	35	48488 (estimated)
1910-30	Howard (1980)	50	NA

NA = Sample size not available.

The next documented survey on school administrators was in 1972-73, conducted by the National Education Association (NEA). A drop to 35% women in such positions was found. An EEOC survey the next year yielded a much lower percentage (14%), although this inched up a few percentage points in two subsequent surveys (15% in 1976 and 18% in 1978). Contradictory results were obtained by the National Center for Education Statistics (NCES) in 1979, where a drop to 13% women was found. Meanwhile a 1980 survey by McCarthy and Zent, and the present AASA-AWARE survey found a significant increase to 25% women among school administrators. The inconsistency in the findings is in part obviously due to the variance in the sampling methods used by the agencies. It is also suspected to be caused by the differences by which the various agencies defined administrative or supervisory positions. The AASA-AWARE survey includes all assistant principals in its count of administrators, whereas the EEOC surveys exclude this group. The AASA-AWARE survey is consistent with McCarthy and Zent's survey, which had classified the same positions as administrative, with the exception of curriculum specialists, which the AASA-AWARE survey did not include in its category of administrators. The NCES data, on the other hand, used only three categories of administrators: 1) superintendents and assistants, 2) principals and assistants, and 3) other official/administrative staff (not specifically defined).

Trends in Racial/Ethnic Representation of School Administrators

The EEOC was the first agency which started collecting information on a national scale on the racial/ethnic backgrounds of school administrators. Starting with their 1974 survey, the results follow the trend for superintendents, associate/deputy/assistant superintendents, and principals.

Decreases were observed in the White male category during the last eight years (80.8% in 1974 to 75.7% in 1978, and 68.2% in 1931-82), and corresponding increases were observed among White women and Hispanic men. Black men and Black women did not show significant increases in the EEOC surveys, but slight improvements were observed in the present AASA-AWARE survey, where both groups increased approximately one percent. (See Table 10).

In general, however, the trend is repeated, whereby with the reduction of the White male group, the White female percentage increases at almost a corresponding amount, whereas the representation of other groups remain relatively the same. White women's numbers are higher than the total for all other groups combined and increase faster than minority males. The least movement are among minority females, who seem to suffer from the double bind of sex and race.

Table 10
Racial/Ethnic and Sex Representation in Supervisory or Administrative Positions (1974-82)

Survey Date	Source	White Male	White Female	American Indian Male	American Indian Female	Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Sample Size
1981-82	AASA-AWARE (1982)	68.2	18.9	0.2	0.1	0.6	0.2	5.1	3.6	2.2	0.8	85308[5]
1979	EEOC (1979)	74.1	16.5	0.3[6]	0.2[7]	0.2	0.1	3.8	2.5	1.7	0.6	44944 (6816 districts & 64,253 schools)
1978	EEOC (1978)	75.7	14.9	0.3[8]	0.2[9]	0.2	0.1	3.8	2.6	1.8	0.6	42850 (7984 districts & 64863 schools)
1975	EEOC (1975	79.6	12.6	0.3	0.1	0.1	0.1	3.5	2.0	1.4	0.4	43208 (7248 districts & 69439 schools)
1974	EEOC (1974)	80.8	11.8	0.3	0.05	0.1	0.05	3.6	1.9	1.0	0.3	38990 (6948 districts)

[5]Sample size does not include those classified as "other." Sample is from at least 24 states and District of Columbia.

[6-9]Include Alaskan natives

Survey Problems

The AASA-AWARE survey and the results presented here, as well as attempts at comparisons, are not without their attendant problems. As noted with the data for school administrators, sampling variations prevent the survey samples to be perfectly equated. However, we believe that the large and comprehensive samples of the NAESP, EEOC, and the AASA-AWARE surveys in regard to sex limit the sampling errors in these surveys to less than 1.0 percent, with a 95% level of confidence. The AASA-AWARE survey also checked its sex data on superintendents with the Association's files on school systems (all headed by a superintendent which answers to a board), and the number of females heading these school systems.

A larger problem in comparing the surveys is the method by which superintendent, assistant/deputy/associate superintendent, principal, and administrator are defined. A superintendent could be a state superintendent, a county superintendent, an area superintendent responsible to a board, or an area superintendent responsible to a district superintendent who in turn is responsible to a board. Area superintendents responsible to another superintendent should be categorized with associate/deputy/assistant superintendents, although certain area superintendents in the suburban cities may have much larger constituencies than county superintendents. We assume that the respondents to the AASA-AWARE survey used their individual definitions in their classifications of superintendents and assistant/deputy/associate superintendents, when they completed the survey form.

Another problem was encountered in the AASA-AWARE survey, although instances were few. Certain states counted FTE's, or full time equivalent positions, in reporting the counts according to sex and/or race. Another state counted the number of positions, and the rest (as was intended in the survey), reported the actual number of persons employed. To illustrate, a state may have five FTE superintendent positions, four of which are one FTE each, and the remaining one FTE consisting of two one-half FTE's. If one of the one-half FTE positions is occupied by a female, the count would be one-half FTE female and 4 1/2 FTE male. On the other hand, if actual positions are counted regardless of FTE equivalents, the two 1/2 FTE's will become two positions, and the count would be one female and 5 males. In the third classification category, persons are counted, so that if one male is superintendent of two districts, that superintendent would still be counted as one male. In the same state illustrated, the report would then read one female superintendent (occupying 1/2 FTE position) and four male superintendents (one heading two districts; two heading two districts at one district each; and a fourth superintendent having a 1/2 FTE position in another district). There has to be some solution to this chaos!

A third problem in the AASA-AWARE survey was the confusion over ethnic/racial categories. In the EEOC surveys, native Alaskans were lumped with American Indians. In the AASA-AWARE survey, native Alaskans were placed in an "other" category, which was also developed for those of mixed or unknown ethnic/racial background. This category was later excluded in the data analysis.

The last, but perhaps the major problem in documentation is the failure of many state departments of education to collect racial/ethnic data. In the AASA-AWARE survey, only 24 states and the District of Columbia had usable information on the ethnicity and sex of superintendents, associate/deputy/assistant superintendents, principals, and administrators in general.

To remedy this situation, the state departments of education should lead the way in documenting such data. With such documentation information can be obtained which will be more accurate than results of a survey of a sample population. The information can also be readily available, and patterns over a period of time can easily be drawn.

Implications and Recommendations

Regardless of the above problems, the extensive samples which were utilized, especially by AASA, EEOC, and NEA, and the validation of certain AASA-AWARE survey results with AASA records, lead us to place confidence in emerging trends regarding the status of women and minorities in school administration. The implications are also clear:

1) Women and minorities are still grossly underrepresented in school administration, and the process of acquiring a larger role is a very slow one.

2) During the twentieth century, women and minorities in school administration reached their lowest levels in the decade of the seventies, and perhaps could have gone even lower in numbers if not for the passage of Title VII, Title IX and the Women's Educational Equity Act, the activities of feminist and civil rights groups, and the monitoring (however little) done by EEOC and HEW's Office for Civil Rights.

3) White women are the one group that have achieved significant gains, followed by Hispanic men. Black men and other male minority members still remain at about the same level they were in or were brought down to (as in the case of Black men) a decade ago. Neither have minority women, suffering from the double bind of race and sex, made any progress during the past decade.

The need for changes in gathering data are great. First, standard definitions for superintendents, associate/deputy/assistant superintendents, principals, and administrators in general have to be developed. It is recommended that definitions provided by EEOC in its survey forms be adopted for administrators. Principals should include teaching and non-teaching principals, and superintendents should include all those heads of school systems responsible to a school board. All other superintendents who are not responsible to a school board, but rather to another superintendent or state/county administrator, should be classified as deputy/associate/assistants.

Secondly, all school districts, county, and state offices of education should follow one norm in its count of administrators. It is recommended that counts should be based on numbers of persons occupying administrative positions, regardless of whether these positions are one or a portion of one FTE, and without consideration for the number of positions held by one person. Surveys of individuals necessitate counts based on numbers of persons, thus the adoption of the same norms in district and state records should make comparisons among surveys of sample individuals and tabulations of local records compatible.

Third, a standardized method of ethnic/racial category should be followed by all school districts. The EEOC categories should be adopted for the sake of uniformity. In addition, it is inevitable that there will be difficulty in categorizing certain individuals, especially those with mixed parentage. This necessitates an "other" category to be established.

PROJECT AWARE

Project AWARE -- Assisting Women to Advance through Resources and Encouragement -- is funded by the Ford Foundation and established to help women educators climb the administrative ladder. Under the auspices of the American Association of School Administrators and the Ford Foundation a coalition of regional and local organizations have joined together to assist women in this effort. The seven organizations participating in Project AWARE are located throughout the country and provide services to 40 states. Each organization brings impressive credentials to the project and all centers work to identify qualified women administrators, equip them with skills and know-how basic to todays administrative strategy, and put them in touch with job openings as they occur.

Project AWARE Directors

Deborah Dillon
AWARE West
2604 West Osborn Road
Phoenix, AZ 85017
(602) 257-8138

Carol Edwards
Southern Coalition for Educational Equity, Inc.
P.O. Box 54426
Atlanta, GA 30308
(404) 876-5566

Martha L. Smith
Women's Leadership Project
Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701
(512) 476-6861

Mary Frances Callan
Northwest Women in Educational Administration
DEPM/College of Education
University of Oregon
Eugene, OR 97403
(503)-686-5081

Lenor Hersey
Northeast Coalition of Educational Leaders
P.O. Box 637
Lincoln, MA 01773
(617) 259-9298

Ruth Randall
Upper Midwest Network for Women in Educational Administration
Rosemount Public Schools
14445 Diamond Path
Rosemount, MN 55068
(612) 423-1747

Rachel Moreno
Midwest Network for Women in Educational Administration
Office of the Superintendent
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8298

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Appendix A

States Which Reported Racial/Ethnic Background
Within Sex of School Superintendents

Northeast

Connecticut
Maine
New Jersey
Pennsylvania
Rhode Island

North Central

Illinois
Iowa
Michigan
Nebraska
Ohio
Wisconsin

South

Alabama
Delaware
District of Columbia
Florida
Louisiana
Maryland
North Carolina
Oklahoma
Texas

West

Arizona
Colorado
Hawaii
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

Appendix B

States Which Reported Racial/Ethnic Background
Within Sex of Deputy/Associate/Assistant Superintendents

Northeast

Connecticut
Maine
New Jersey
Pennsylvania
Rhode Island

North Central

Illinois
Iowa
Nebraska
Ohio
Wisconsin

South

Alabama
Delaware
District of Columbia
Louisiana
North Carolina
Oklahoma
Texas

West

Arizona
Colorado
Hawaii
Nevada
New Mexico
Utah
Washington

Appendix C

States Which Reported Racial/Ethnic Background Within Sex of School Principals

Northeast

Connecticut
Maine
New Jersey
Pennsylvania
Rhode Island

North Central

Illinois
Iowa
Minnesota
Nebraska
North Dakota
Ohio
Wisconsin

South

Delaware
District of Columbia
Kentucky
Louisiana
Maryland
North Carolina
Oklahoma
South Carolina
West Virginia
Texas

West

Arizona
Colorado
Hawaii
Nevada
New Mexico
Oregon
Washington

Appendix D

States Which Reported Racial/Ethnic Background
Within Sex of School Administrators

Northeast

Connecticut
Pennsylvania
Rhode Island

North Central

Illinois
Iowa
Minnesota
Nebraska
North Dakota
Ohio

South

Delaware
District of Columbia
Florida
Louisiana
Maryland
North Carolina
Texas
West Virginia

West

Arizona
Colorado
Hawaii
Nevada
New Mexico
Oregon
Utah
Washington